

What was life like for Victorian children?

Enrichment: Box of delights (Victorian Schoolroom/childhood) or visit to Beamish museum

Prior Learning:

Changes within living memory; Great Fire of London; Grace Darling; Castles, Knights and Dragons; Florence Nightingale; Stone Age; Romans; Ancient Egyptians; Anglo-Saxons; Mayans; Vikings.

Curriculum Skill(s)	Learning Intention	Knowledge and Key Vocabulary
<p>Chronology:</p> <ul style="list-style-type: none"> To know and sequence key events of a time studied To relate current studies to previous studies and make comparisons between different times in history Use dates precisely and accurately when talking about the past Place events, people and changes within a chronological framework To sequence ten or more events on a time line To use knowledge and understanding to describe characteristic features of past societies and periods and know key dates 	<p>Where can we place the Victorians in history?</p> <ul style="list-style-type: none"> explain the chronology of a timeline explain how a timeline works, including BC and AD place Victorian period in relation to other periods in history put Victorians into context <p>Who helped to improve the lives of Victorian children?</p> <ul style="list-style-type: none"> Place key events on the timeline showing how Barnardo and Shaftesbury helped children 	<p>Knowledge:</p> <ul style="list-style-type: none"> know where the Victorians sit on Britain's timeline and the period of time it represents (AD1837-AD1901) explain what AD and BC stand for Name and date four significant Acts/Laws brought in to improve the lives of Victorian children <p>Vocabulary: Victorians, century, AD, BC, period, era, chronology, timeline</p> <p>Reform, Act, Law, Parliament, society, Barnardo, Shaftesbury</p>
<p>Sources:</p> <ul style="list-style-type: none"> Compare and contrast aspects of the past with aspects of today To recognise that there are many representations and interpretations of an event/historical period through studying a range of sources and categorising them by reliability To compare accounts of events from different sources, fact or fiction To be aware of the social, cultural, religious and ethnic diversity of the society and the people studied To draw conclusions about a period from use of a range of sources, including censuses and inventories To understand that they type of information available depends on the period of time studied 	<p>What was daily life like in Victorian London?</p> <ul style="list-style-type: none"> Identify different features within a piece of artwork and explain what the artist was trying to tell us about life in Victorian towns Identify different features within a piece of literature and explain what the author was trying to tell us about life in a Victorian town Compare and contrast information from different sources Discuss the reason for the representation and what the artist/author was trying to portray Critically evaluate sources for accuracy and reliability as a piece of historical evidence <p>What was life like in a North East Victorian town for some of the poor?</p> <ul style="list-style-type: none"> Understand why towns grew in Victorian times 	<p>Knowledge:</p> <ul style="list-style-type: none"> Distinguish between sources and interpretations Name 4 different sources and interpretations Name 5 pieces of information which can be found on a census Know how often a census takes place Explain why some Victorian children needed to work <p>Vocabulary: Source, interpretation, author, etching, accuracy, aspect, representation, reliability photographic</p>

<ul style="list-style-type: none"> • To write explanations of past events using evidence to support and illustrate their explanation (e.g. cause and effect) • To confidently use a range of research techniques • Select and present appropriate information to show what they have found out • To begin to select and combine information from different sources • To begin to identify primary and secondary sources • To compare primary and secondary sources of information • To carry out their own historical enquiry, using a range of sources to show how evidence is used to make historical claims 	<ul style="list-style-type: none"> • Understand why people migrated from the countryside • Understand what a census return is and what can be learnt from it • Extract data from a census return and record it in a graph • Draw conclusions from a census • Speculate why people ended up in the workhouse (Chester-Le-Street) <p>What was life like for a poor child in the 1840s?</p> <ul style="list-style-type: none"> • Draw inferences about the lives of children from a variety of sources • Write a narrative about the work done by Victorian children using appropriate information gathered from different sources 	<p>evidence, occupants, lodging houses, 'back to backs', diseases, sewers, cholera, typhoid, living conditions</p> <p>Census, Victorian period, fields, age, occupation, place of origin, findings, patterns, conclusions, workhouse</p> <p>Poor, starving, dangers, chimney sweep, mill worker, trapper, miner, getters, hurriers, legal guardian, Poor Law, workhouse, orphanage, child labour</p>
<p><u>Society:</u></p> <ul style="list-style-type: none"> • To be aware of the social, cultural, religious and ethnic diversity of the society and the people studied • To find out about beliefs, behaviour and characteristics of people, recognizing that not everyone shares the same views and feelings • Give some reasons for, and results of, the main events and changes • To confidently use a range of research techniques • Select and present appropriate information to show what they have found out • Compare and contrast aspects of the past with aspects of today • To use knowledge and understanding to describe characteristic features of past societies and periods and know key dates 	<p>What was daily life like in Victorian London?</p> <ul style="list-style-type: none"> • Identify features of a typical Victorian town • Identify differences and similarities between Victorian and modern-day towns • Discuss reasons why the towns were like they were <p>What was life like for a poor child in the 1840s?</p> <ul style="list-style-type: none"> • understand that ways of life differed greatly across Victorian society • explain why children needed to work in Victorian times • explain the working conditions for a Victorian child in a selected job • What was life like for a child from a rich Victorian family? 	<p><u>Knowledge:</u></p> <ul style="list-style-type: none"> • Name 5 features of a typical Victorian town • List four aspects for daily life of a poor Victorian child • Name four different job roles completed by Victorian children <p><u>Vocabulary:</u> Industrial, crowded, terrace, lodging houses, 'back to backs', diseases, sewers, cholera, typhoid, living conditions</p> <p>Poor, starving, dangers, chimney sweep, mill worker, trapper, miner, getters, hurriers, legal guardian, Poor Law, workhouse, orphanage, child labour</p>

<ul style="list-style-type: none"> To analyse trends and frame historically valid questions 		
<p><u>Changes:</u></p> <ul style="list-style-type: none"> To begin to produce structures work (including extended writing, written narratives and analysis), making appropriate use of dates and terms – including abstract terms such as empire, parliament and peasantry – and bringing various sources together To understand that the work of individuals and great events can change aspects of society Identify changes within and across different periods Give some reasons for, and results of, the main events and changes To analyse trends and frame historically valid questions To write explanations of past events using evidence to support and illustrate their explanation, <i>e.g. cause and effects</i> 	<p>Who helped to improve the lives of Victorian children?</p> <ul style="list-style-type: none"> Understand that the work of individuals can change aspects of society Research important figures in Victorian times Answer questions about who helped to improve children's lives and how <p>What was it like going to school at the end of the nineteenth century?</p> <ul style="list-style-type: none"> Discuss the differences in the views of school and work and why the children in the nineteenth century would have interpreted school life differently Understand the impact of the Education Acts upon Victorian children 	<p><u>Knowledge:</u></p> <ul style="list-style-type: none"> Name two significant people to bring changes about for Victorian children Name three amendments to working laws know why the years of 1870 and 1891 were key points in education history <p><u>Vocabulary:</u> Reformer, child laws, protection, Acts of Parliament, factory report, law, politician, House of Lords</p> <p>Education Act, compulsory, reform</p>
<p><u>Legacy:</u></p> <ul style="list-style-type: none"> Compare and contrast aspects of the past with aspects of today 	<p>What was it like going to school at the end of the nineteenth century?</p> <ul style="list-style-type: none"> Discuss how schools are different today from the end of the 19th century 	<p><u>Knowledge:</u></p> <ul style="list-style-type: none"> Identify four key differences between modern and Victorian schooling Name and date the Education Acts and Laws

<ul style="list-style-type: none"> • To understand that the work of individuals and great events can change aspects of society • To analyse trends and frame historically valid questions 	<ul style="list-style-type: none"> • Use different sources to ascertain aspects of school life • Explain why school was viewed differently in the late 19th century compared to today • Understand the impact of the Education Acts upon today's schooling 	<p><u>Vocabulary:</u></p> <p>Eton, Rugby, "Dame" schools, "ragged" schools, "pupil teachers", "three Rs": Reading, wRiting and aRithmetic, slates, copybooks, abacus, canings, Dunce's Cap, drill, Education Act, reform, compulsory</p>
<p>Thinking Deeper: children to hold a debate within class about a current/topical issue e.g. should children be made to go to school; is it fair that rich families can pay for private education; is it fair that in some countries children can only go to school if their parents can afford it? What was life like for rich Victorian children?</p>		
<p>Links to other subjects:</p>		
<ul style="list-style-type: none"> • Subject Specific links – Maths and data handling; Geography – Comparing and contrasting London and North East 		
<ul style="list-style-type: none"> • Personal Development – to understand that everyone can make a difference and to think about acts of kindness they can perform and the impact they will have in the school or even wider community; appreciation of the education system in this country 		
<ul style="list-style-type: none"> • SMSC – Recognise the impact of specific individuals who have shaped the British education system and Work Laws; awareness and empathy to how children lived in the past 		
<ul style="list-style-type: none"> • Cultural Capital – looking at literature and art works to explore Victorian culture 		
<ul style="list-style-type: none"> • Careers – exploring the volunteer and charity sector (Barnardo's) and responsibilities of educators 		
<ul style="list-style-type: none"> • British Values – Rules of Law regarding education and age for working 		
<ul style="list-style-type: none"> • Equality – the entitlement of all to have an education 		